Life Course
Childhood Resilience Factor

Brief Name
Eighth Grade Math Proficiency

Indicator

Percent of students at the level of proficient in eighth grade mathematics.

WI	US	Best	Worst
41%*	33%	51%	17%
		MA	AL

Year

2015

Numerator
Number of students who scored 299 or higher in mathematics

Denominator
Eighth grade students in private and public schools, including students with disabilities and/or English language learners

Description

This metric looks at the percent of students who receive a proficient math score of 299 or higher, indicating that they can complete tasks in geometry, algebra, measurement, number properties, and probability.

*Indicates statistically significant difference from the US value at p<0.05.

Importance

There are many potential measures of school readiness; however, eighth grade math performance scores have been significantly correlated with secondary school success and post-secondary readiness more accurately than any other metric (AIR, 2013). The National Assessment of Educational Progress (NAEP) tracks the mathematical skill of students across the US, making this a highly-utilized, comparable metric with available historical trends. Such trends in the NAEP metric can, over time, demonstrate the effects of educational and social policies across Wisconsin, the US, and other countries.

Limitations

NAEP is not a longitudinal study, and each year includes a different cohort of children. We are not able to track trends in a single cohort of children across time.

NAEP results should not be compared to individual state assessments, as they may track different achievement metrics.

Source

U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, NAEP, accessed at http://www.nationsreportcard.gov/reading_math_2015. American Institutes for Research (AIR), Predictors of Postsecondary Success (2013), accessed at https://www.cde.state.co.us/postsecondary/americaninstitutesforresearchpredictorsofpostsecondarysuccess.